

The Workshop Model

We use the workshop model as a structure to enhance student understanding. The workshop model allows curriculum, individual work, games, and problem solving to be student-centered. The teacher serves as a facilitator of the lesson ensuring that students are on tasks and asking questions to deepen the student's knowledge of the mathematics. The workshop model has three basic parts; opening, work-time and closing. These are the recommended times not absolute. Rule of thumb is work-time and closures are the same amount of time.

Opening	In the opening the teacher guides student thinking into the activity/game/problem solving lesson. He/she gives brief instructions to get the students started.	3-5 minutes
Work-time	During work-time the teacher is facilitating learning by walking around the room. He/she is prompting not leading students to find answers. During work-time the activity will vary depending on student needs. Activities can include problem solving, games, structured activities, and menu of stations.	20-30 minutes
Closure	In closure students reflect on learning through various ways. The teacher may give students a journal prompt for individual reflection or ask students to share strategies/learning out, or a combination of both. Finally the teacher may have students participate in a gallery walk.	20-30 minutes

Additionally, warm-up activities are recommended to engage students in quick thought activities to provide visual examples for student discussion. Warm-up activities may be used to help students recall prior knowledge information.

Warm-up	In the warm-up the teacher guides student thinking into the math block using a quick activity. This is to get the student(s) focused on math.	5-7 minutes
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A few weekly layouts of how this might look are:

Monday	Structured Activity/Game
Tuesday	Problem Solving
Wednesday	Structured Activity/Game
Thursday	Problem Solving
Friday	Choice menu/stations

Monday	Structured Activity/Game
Tuesday	Structured Activity/Game
Wednesday	Choice menu/stations
Thursday	Problem Solving
Friday	Problem Solving

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* Throughout the units you will see numbers that are suggestions for the progression of activities/games that are to be used on Mondays and Wednesdays. On Tuesdays and Thursdays it is the teacher who chooses the problems from the problem solving bank. No more than 3 or 4 on a given day. On Fridays it is the teacher's choice of what to offer the students in relation to what is being taught to reinforce content.